Your Teaching Toolbox: Putting High-Impact Practices to Work for You and Your Students

Sarah Grison, Parkland College

Available at: https://works.bepress.com/sarah-grison/38/
Welcome to the workshop!

We will be working in groups today!

Please choose a table with a high impact practice card on it that you are interested in exploring for one of your courses.

Thank you!
Great books to give away!

For a chance to win, please write on the card your:

• Name
• Email
Your Teaching Toolbox: Putting High-Impact Practices to Work for You and Your Students

Sarah Grison, Ph.D.
Assoc. Prof. of Psychology & Student Success

sgrison@parkland.edu
https://works.bepress.com/sarah-grison/
Our workshop goals…

1. What is an easy process for making course changes to include HIPs?
2. What are some concrete practices we might consider that reflect HIPs?
3. How can we determine whether our HIP practices work?
Four HIPs to consider for our courses...

1. Fostering a growth mindset has many positive effects
2. Building rapport creates effective learning environments
3. Supporting non-academic needs has many benefits
4. Developing study skills improves learning
I think of course design like creating a garden

- Seeds determine what is grown (student goals)
- Soil is the medium for seeds to take root (rapport)
- Water, sun, & fertilizer impact what grows & how (growth mindset)
- Controlling for pests removes obstacles (non-academic challenges)
- Pruning alters growth in desired ways (study skills)
- Naturalizing is the best (when students teach each other)!

Adding nitrogen changes whether plants produce more leaves or flowers
Other options might work for your mind!
Recall an easy process for making changes to our courses

- Always start with goals!
- Keep it simple: one change a term
- But, try to do it continuously
- Make changes based on outcomes
- Share your results!

1. Choose goals
2. Choose HIP based on goals
3. Implement new HIP
4. Embed assessments for HIP
5. Analyze outcomes about HIP
Please talk about your main goal for students in a course you want to change to include HIPs. Soon I will ask for examples to share.

Feel free to write your ideas on the workshop sheet!
Our workshop goals…

1. What is an easy process for making course changes to include HIPs?

2. What are some concrete practices we might consider that reflect HIPs?

3. How can we determine whether our HIP practices work?
Recall an easy process for making changes to our courses

- Make sure you choose a HIP that is aligned to your goals
- Check to make sure that you use best practice to implement the HIP
Recall the four HIPs to consider for our courses…

1. Fostering a growth mindset has many positive effects
2. Building rapport creates effective learning environments
3. Supporting non-academic needs has many benefits
4. Developing study skills improves learning
Please discuss a concrete change related to HIPs that you want to try for your course. I will ask for some examples to share.

Feel free to write your ideas on the workshop sheet!
HIP #1: Fostering growth mindset

**Growth mindset:** Belief that abilities & skills improve with effort & perseverance

- Related to increased challenge-seeking, persistence, grades, & test scores (vs fixed mindset) ([Dweck, 2019](https://www.youtube.com/watch?v=d8A52P9gXm8))
- Effects across disciplines, including STEM (e.g., math ([Boaler, 2013](https://www.youtube.com/watch?v=d8A52P9gXm8)), economics ([World Bank, 2017](https://www.youtube.com/watch?v=d8A52P9gXm8)))
- Can modulate the effects of socioeconomic status ([Claro et al., 2016](https://www.youtube.com/watch?v=d8A52P9gXm8))
- And reduce anxiety & depression ([Schleider & Weisz, 2016](https://www.youtube.com/watch?v=d8A52P9gXm8))

How can we foster students’ growth mindset?

Psychologist Carol Dweck described growth mindset. [Click here](https://www.youtube.com/watch?v=d8A52P9gXm8) to watch her TED talk.
HIP #1: Tactics to foster a growth mindset

Consider showing & discussing motivational videos or articles on growth mindset

[Click here](#) and go to about 4 minutes to see how to stay on the “treadmill” even where there are “twists!”
HIP #1: Tactics to foster a growth mindset

Think about encouraging students to take a mindset survey to understand themselves

Click here for the growth mindset survey
HIP #1: Tactics to foster a growth mindset

Maybe try the “Life’s twisty path” class activity to show that we overcome failures!
HIP #1: Tactics to foster a growth mindset

You can give a skills survey at the start and end of term
HIP #1: Tactics to foster a growth mindset

And even provide chances for self-reflection to promote growth – weekly, after tests, etc.

3. Please explain the changes you plan to make in the next week to start developing your growth mindset and improving your skills and abilities.

   a. One change in your thoughts: ____________________________________________

   b. One change in your feelings or attitudes: ________________________________

   c. One change in your actions: ____________________________
• **Rapport:** Positive, supportive relations between teacher & students and between students
  ✓ T-S and S-S rapport enhance class connectedness & participation *(Frisby & Martin, 2010)*
  ✓ T-S rapport predicts learning *(Frisby & Martin, 2010)*
  ✓ Students say what builds rapport most is “uncommonly attentive behaviors” *(Webb & Barret, 2014)*

How can we build rapport?
HIP #2: Tactics to help build rapport

Possibly make a “student advising meeting” part of their grade – for face to face, hybrid & online classes

<table>
<thead>
<tr>
<th>GRADED ACTIVITY</th>
<th>POSSIBLE POINTS TO BE EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advising Meetings</td>
<td>60 points max; 2 meetings x 30 points each; these grades CANNOT be dropped</td>
</tr>
<tr>
<td>2. InQuizitive Homework</td>
<td>150 points max; 16 InQuizitives x 10 points each, drop the 1 lowest grade</td>
</tr>
<tr>
<td>3. Attendance &amp; Participation</td>
<td>90 points max; 16 Weeks x 6 points each, drop the 1 lowest grade</td>
</tr>
<tr>
<td>4. Class Activity Sheets</td>
<td>90 points max; 16 Class Activity Sheets x 6 points each, drop the 1 lowest grade</td>
</tr>
<tr>
<td>5. Skill Development Homework</td>
<td>90 points max; 16 Weeks x 8 points each, drop the 1 lowest grade</td>
</tr>
<tr>
<td>6. Quizzes</td>
<td>150 points max; 16 Quizzes x 10 points each, drop the 1 lowest grade</td>
</tr>
<tr>
<td>7. Experiential Learning Projects</td>
<td>100 points max; 3 Projects x 50 points each, drop the 1 lowest grade</td>
</tr>
<tr>
<td>8. Tests</td>
<td>210 points max; 3 Tests x 70 points each, these grades CANNOT be dropped</td>
</tr>
<tr>
<td>9. Final Exam</td>
<td>60 points max; 1 Final Exam x 60 points; this grade CANNOT be dropped</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000 points max</td>
</tr>
</tbody>
</table>

**GRADING**

You can show progress towards meeting the learning goals by earning points in the graded activities described below.

Advising Meetings: You can earn points by having Advising Meetings with me either in person, via Skype, or over the phone or FaceTime. Just come to my office during my student hours (see the top of the syllabus). There’s no need to schedule it first! The aim is for us to get to know each other and discuss your academic and professional goals so we can work together to achieve them. In this meeting I can help with scheduling your time, explaining concepts, test anxiety, discussing future classes, and more! The earlier in the term we do this meeting, the more helpful it will be! So, to earn full points on this grade, you should meet with me ONCE before Week 7 in the term and meet with me ONCE before Week 14. After these dates, you may receive fewer points for completing the Advising Meetings. These are required meetings so the grades CANNOT be dropped.
HIP #2: Tactics to help build rapport

Try to email students before the start of the term to set a positive tone & give support

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Welcome to Human Sexuality Online (Psy107!)

Sarah Grison

Mon 1/14, 11:05 AM

Hello everyone!

I am emailing you to say “Welcome to our Human Sexuality class!”

I am happy to welcome you to the class and am looking forward to working with each of you. Our Cobra Learning site opens TODAY - Monday, 1/14/2019. You can access our class website at: https://cobra.parkland.edu/42/home/88307

The announcement on the main page has a few things for you to do as we get started in Week 1 of our class, so please go and read that TODAY!!

This page, including the opening videos and the announcements, will be updated frequently so please get into the habit of checking it.

Please feel free to email me with any questions. I look forward to meeting you soon and to having a great semester together!

Best,

Sarah
Consider engaging in uncommonly attentive behaviors – especially for “red flag” signs of problems.

Hi there,

I noticed that you missed our Adolescent Development (Psy208) class today!

Please remember that I like to hear from you if you are missing class so I can be of any help if you are encountering issues. I would appreciate if you would please reach out and let me know how you are doing.

In addition, please be aware that all of the Chapter 2 materials are available in the folder on Cobra. You should be continuing to do your homework online for the week.

Lastly, materials are becoming available to do Media Project: Presentation 1 on biological development, which is due NEXT week. You should look at the schedules on the syllabus and check the due dates, look for the Announcements on our main Cobra page, and get started with this assignment in addition to finishing your Chapter 2 work.

I look forward to hearing from you soon so I can know that all is well with you.

All the best,

Sarah
HIP #2: Tactics to help build rapport

Maybe ask students to “pledge” to not withdraw BEFORE talking with you

What do you think?

Will you pledge to NOT drop without seeing me first?
A. Yes
B. No

Course Contract

By registering for History 109, I recognize that I am entering into a community of people brought together by the common goal of attaining an education at Parkland College. To that end, I will help to maintain an open and civil classroom experience for myself and my peers. I agree to the following course rules:

1. All work must be my own. Plagiarism or other forms of cheating will result in a grade of F for the course and a report to the Dean of Students for further action.
2. All work must be submitted on time. Late work will not be accepted.
3. Class begins on time. If I arrive at the classroom after the door has been closed I will not attempt to enter.
4. My cell phone will be turned off and out of sight for the class period.
5. If I have need for an accommodation based on ADA or Title IX, I will obtain the proper documentation provided by Parkland College.
6. This is a college course and I understand that the content of this class may touch on materials that are controversial or even offensive to some people.

Furthermore, I understand that while the vigorous and free debate of ideas is encouraged, rude or demeaning behavior will not be tolerated. Lastly, if for any reason, I need to drop this course, I will see Dr. Walvik before doing so.

Name: ____________________________
Signature: _________________________
HIP #2: Tactics to help build rapport

Consider using the Teacher Behavior Checklist to get student feedback on rapport

<table>
<thead>
<tr>
<th>Always do this</th>
<th>Frequently do this</th>
<th>Sometimes do this</th>
<th>Rarely do this</th>
<th>Never do this</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. Accessible ______
2. Approachable ______
3. Encourages and cares for students ______
4. Flexible/open-minded ______
5. Good listener ______
6. Happy/positive attitude/humorous ______
7. Develops rapport ______
8. Understanding ______

TOTAL ______

Click here to access the Teacher Behavior Checklist (Keely et al., 2006)

To access the Teacher Behavior Checklist (TBC), Keely, Smith, and Buckland (2006) used multiple raters to assess a teacher's behavior in order to improve student engagement. This method helps teachers understand their effectiveness and make necessary adjustments to improve their teaching. The TBC consists of 8 behaviors: accessible, approachable, encourages and cares for students, flexible/open-minded, good listener, happy/positive attitude/humorous, develops rapport, and understanding. Teachers can score themselves using the checklist, and students can rate their teachers as well. This tool helps in identifying areas where teachers may need to improve and fosters a positive learning environment.
HIP #3: Supporting non-academic needs

- Taking student success class is positively associated with grades, persistence & credit accumulation
- Natural place for teaching life skills
  - Time & money management
  - Technical skills
  - Physical & mental health
  - Career prep
- Embedding study skills in other classes works (Wingate, 2006) so this could be true of life skills

How can we help students face non-academic challenges?

Click here to access a review of the research from the Community College Resource Center, 2013
HIP #3: Tactics to support non-academic needs

Perhaps provide a “Get To Know You” sheet at the start of the term & ask about their needs & challenges.

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**Introduction to Psychology: Course Orientation & Study Skills In-Class Activities**

Your name: ____________________________ Date: ____________ Points: _______ points earned

**Task:** As we go through class please complete each section about the course and how to study to do well.

**Goals:** The goals are to help you: 1. Understand how the course is structured and the expectations, Learn how to succeed in the class by using great study skills, and 3. Discuss these ideas with your classmates.

**Assessment:** Participation points based on: 1. completeness of answers, 2. accuracy of answers, 3. thoughtfulness of responses and application, and 4. **writing in full sentences**, with good spelling and grammar, using your own words.

**Part A. Getting to Know You!**

1. Name: ____________________________ 2. Preferred name to use in class: ____________________________

3. Preferred gender pronoun(s) (he/she, they, etc.): ____________________________

4. Where are you from (country, town, high school)? ____________________________

5. Are you interested in psychology? If so, why? ____________________________

6. What transfer credits, degree, or certificate are you trying to earn? ____________________________

7. What academic skills are you good at? ____________________________

8. What is challenging for you in terms of learning or getting good grades? ____________________________

9. What can I - your teacher – do to help you be successful? ____________________________

10. Please tell me something funny, interesting, unusual or idiosyncratic about yourself! (It helps me remember you!) ____________________________
HIP #3: Tactics to support non-academic needs

Consider helping students learn how to manage their time effectively

- Help them calculate the time needed to study for their credit hours
- Help them create a schedule or a portable calendar (Google or Outlook) - as part of their homework!
HIP #3: Tactics to support non-academic needs

Provide information about college and community resources

COUNSELING SERVICES
Welcome to the Parkland College Counseling Services office. Our office covers a number of counseling-related services for students, including Academic Advising, Accessibility Services, Mental Health Counseling, and Career Services. Assistance from our Academic Advising, Accessibility Services, and Mental Health Counseling units is available for current students. Career Services assistance is available for prospective and current students.

What kind of help do we provide? Take a look:

- **Academic Services:** We offer the academic and educational planning support students need to complete their chosen degree or certificate. We assist students with course selection, transfer options, and guidance throughout their educational path.
- **Counseling:** Short-term, solution-focused, and confidential mental health counseling is available for currently enrolled students. Students experiencing significant distress are seen as soon as possible.
- **Career Services:** Students come for help with exploring their interests, skills, and values, to select college majors and career goals. Services include assistance with resume writing, interviewing skills, and other job search strategies.
- **Accessibility Services:** Parkland offers academic accommodations for students with documented disabilities. These accommodations can include alternate testing arrangements, note takers, textbooks in alternate format, sign language interpreters, captioned services, and adaptive aids.

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Consider activities that get students
to explore college resources

HIP #3: Tactics to support
non-academic needs

<table>
<thead>
<tr>
<th>Resource</th>
<th>Location</th>
<th>Web URL</th>
<th>What can you get help with here?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Academic</td>
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<td></td>
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<tr>
<td>Success Services</td>
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<td></td>
<td></td>
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<tr>
<td>Office of Accessibility</td>
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<td></td>
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<tr>
<td>Services</td>
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<tr>
<td>Counseling and Advising</td>
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<td></td>
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<tr>
<td>Center</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tech Service Desk</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. G’s Office to help</td>
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<td></td>
<td></td>
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<tr>
<td>with “twists”</td>
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</tbody>
</table>
HIP #3: Tactics to support non-academic needs

Think about an assignment that requires students to have an enriching experience at your college.

**FYE 101 – 002 Strategies for College Success**

First Enrichment Activity by Dr. G.
Due in class on Wednesday, 10/17/2018

**Your name:**

**Date:**

**Points: _____ pt / 25 points max**

**GOALS:** Success in college has a lot of aspects and getting involved in activities on the college campus is one of them. Why is that? Because in past happy and relaxed college students is a successful college student! However, this is also a great way to learn about activities you might want to be involved in and meet new people too. So, the goals are to help you:
1. Get involved in fun or interesting activities.
2. Enjoy yourself.
3. Reflect on how engaging in this activity can help you academically, professionally, and personally.

**ASSESSMENT:** Points based on: 1. Completeness, 2. Thoughtfulness and thoroughness of written responses, and reflections on this activity, and 3. Good writing skills (full sentences and excellent grammar and spelling, etc.)

**GRADING RUBRIC:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A (90-100%)</th>
<th>B (80-89%)</th>
<th>C (70-79%)</th>
<th>D (60-69%)</th>
<th>F (59-0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>15-15.5 pts</td>
<td>13-13.5 pts</td>
<td>11.9-11.5 pts</td>
<td>10-9 pts</td>
<td>&lt; 8.9 pts</td>
</tr>
</tbody>
</table>

**Task A:** (5 points)
Getting out of the classroom and engaging with the Parkland College campus community is an important part of the college experience. Attend one event, get a brochure or artifact from the event (a flyer, photo, etc.) and type a summary of the activity. Examples of approved activities are student organization meetings or events, planetarium events, Parkland Art and Design Faculty Exhibition, Parkland Athletic Events, Student Life events, Seminars or Workshops, and more. You can find information about events and activities when you log into My Parkland at https://my.parkland.edu. Click on the tab for Campus Events, Campus News, Color News, and Prospects to get information about specific events. You can also look for events at The Prospectus at http://www.prospectusnews.com.

**Task B:** (5 points)
Please think about this Enrichment Activity Assignment and type up your reflections about it. Be sure to address the questions below. Task B MUST be typed and be about 1 side of a sheet of paper (12 point font, double spaced) and use full sentences and good grammar and spelling.

1. Please describe the event that you chose to attend, including the date and time, and explain why you chose that event.
2. Describe what happened at the event.
3. What did you learn or feel about it? Did you learn anything new? Did you meet anyone interesting? Did you have fun?
4. Do you get involved in any other activities or clubs on campus? If so, what are they? If not, why don’t you get involved in them? Do you think that you might be missing anything in your college experience?
5. Please reflect on whether this experience makes you want to investigate going to more activities on campus, or perhaps join an organization or club. If so, which one(s) might you be interested?
6. What benefits do you get from these and other enrichment experiences that you have had or that you might engage in the future?
7. Lastly, reflect on whether this activity might be beneficial to you in what ways might it be beneficial in regard to the three goals we have discussed -- academic, career, and personal? For example, do you think that getting involved in activities like this one can reduce your stress and help you stay healthier both physically and mentally? Or do you think that any of these benefits can help you be successful in college?
HIP #4: Developing study skills

• Meta-analysis of the effectiveness of 10 learning techniques (Dunlosky et al., 2013)

• 4 popular techniques were NOT effective

• Five techniques were effective:
  ✓ Two forms of elaboration (EI & SE)
  ✓ Three forms of practice

How can we help students improve study skills?
**HIP #4: Tactics to develop study skills**

Think of ways to help students understand course expectations and the best ways to study:

- Syllabus activities & quizzes
- Provide a checklist for success
- Embedding study skills training in classes *(Wingate, 2006)*
HIP #4: Tactics to develop study skills

Encourage reading actively and using elaboration in low stakes assignments

- Answer questions in the text using EI and SE and
- Turn section headers into questions
- Teach the Meta 3R technique (Nguyen & McDaniel, 2014)
- Even have reading quizzes before class (e.g., on the syllabus!)

7.1 You Create Memories by Processing Information

7.1 LEARNING GOAL ACTIVITIES

To maximize your learning, complete the following learning goal activities.

a. Understand all bold and italic terms by writing explanations of them in your own words.
b. Apply the three phases of information processing to describe how you encoded, stored, and retrieved a specific memory that you have.

How Do You Create Memories?

To make sure you learned what you just read, write answers to the following questions and check your answers.

7.1 What are the three phases of information processing in memory?
7.2 If one student, Darren, uses selective attention to focus on his teacher’s lesson better than another student, Luisa, then how will this difference affect each of their abilities to create new memories about the class material?

See Appendix B for answers to the red Q questions.
HIP #4: Tactics to develop study skills

Encourage active engagement in class through low stakes activities

- Attendance and participation grades
- Student response devices (see plickers)
- Note-taking activities
  - Cornell method
  - Guided notes method
Think about whether it is beneficial to have homework due throughout the week to encourage distributed practice

- **Early:** Reading homework
- **Middle:** Class activities work
- **End:** Quiz (multiple attempts)

<table>
<thead>
<tr>
<th>Week 2: Chapter 1: Introducing the World of Psychology</th>
<th>Sunday 8/26</th>
<th>Monday 8/27</th>
<th>Tuesday 8/28</th>
<th>Wednesday 8/29</th>
<th>Thursday 8/30</th>
<th>Friday 8/31</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>DUE: Week 1 Skills Development Homework</td>
<td>Read Ch 1.1 &amp; Ch 1.2 and write answers to Reading Activities</td>
<td>Read Ch 1.3 &amp; Ch 1.4 and write answers to Reading Activities</td>
<td>Finish reading Chapter 1 and writing answers to Reading Activities</td>
<td>Start doing Ch 1 InQuizitive (MUST use link in Ch 1 folder in Cobea)</td>
<td>Start doing the Week 2 Skills Development Homework</td>
<td>Start doing Ch 1 Quiz (1st attempt) (Releases Ch 2 materials)</td>
<td>DUE: Ch 1 Quiz (Extra attempts earn bonus points)</td>
</tr>
<tr>
<td>(DUE: Ch 1 InQuizitive to 1500 points) (MUST use link in Ch 1 folder) (Releases Ch 1 Quiz)</td>
<td>Keep doing Ch 1 InQuizitive (MUST use link in Ch 1 folder in Cobea)</td>
<td>Come to class to earn participation points and take notes actively</td>
<td>DUE: Ch 1 Class Activities sheet (at the end of class today?)</td>
<td>Download/view Ch 1 slideshow &amp; correct your notes for the slides</td>
<td>Come to class to earn participation points and take notes actively</td>
<td>Look at answers to quiz questions to understand what you got wrong</td>
<td></td>
</tr>
</tbody>
</table>
HIP #4: Tactics to develop study skills

Consider adding more practice testing in low stakes activities

• Point students to chances to self-quiz
• Give multiple chances on quizzes
• Investigate using online homework tools – but only if they are evidence-based! (See one!)
What new practice will you be trying?

To reply, please use Poll Everywhere:

• Text to: 37607
• In message box type: sarahgrison419
• Send the text & you are in the poll
• Then text me your answer to the question.

What new practice will you be trying?

[Image]

- Respond at PollEv.com/sarahgrison419
- Text SARAHGRISON419 to 37607 once to join, then text your message
Our workshop goals…

1. What is an easy process for making course changes to include HIPs?

2. What are some concrete practices we might consider that reflect HIPs?

3. How can we determine whether our HIP practices work?
Recall an easy process for making changes to our courses

A combination of assessments gives a 360° view of outcomes & how to improve the new practice

- Direct & indirect
- Formative & summative
- Quantitative & qualitative

1. Choose goals
2. Choose HIP based on goals
3. Implement new HIP
4. Embed assessments for HIP
5. Analyze outcomes about HIP
Assessment reveals performance, learning & attitudes

Remember! Our innovative approach applies HIPs to 3 interconnected domains!

And assessment is one of those three domains!
Feedback is key to help students improve

• We give four types of feedback to students (Hattie, 2012):
  ✓ Affirm what they did well (but this isn’t associated with improvements)
  ✓ Correct mistakes and direct on how to improve
  ✓ Point out processing errors
  ✓ Coach students to improve through self-regulation

But how students receive the feedback may be more important!
Consider SOTL for sharing results

- **Scholarship of teaching and learning (SOTL):** Pairs scholarly inquiry to any teaching task, such as:
  - Designing a course
  - Creating classroom activities
  - Trying out new pedagogies
  - Using new educational technologies
  - Evaluating programs

[Click to see the Journal of the Scholarship of Teaching and Learning](#)
[Click to see the Scholarship of Teaching and Learning in Psychology](#)
Remember our garden?

When we share our findings we help other teachers learn and support their students too!

Grape hyacinth and daffodils naturalizing
Will you try to make a change to add a HIP?

To reply, please use Poll Everywhere:

• Text to: 37607
• In message box type: sarahgrison419
• Send the text & you are in the poll
• Then text me your answer to the question.

Will you try to make a change to add a HIP?

[Poll options]

- Definitely: A
- Probably: B
- Unsure: C
- Probably not: D
- Definitely not: E
It’s time to give away some great books on HIPs!

Let’s see who gets a book!
Thank you!

• I appreciate your letting me get to know your goals and your students
• Please contact me with questions or ideas!
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